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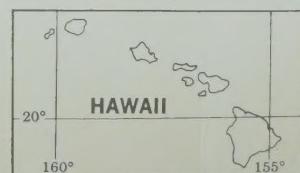
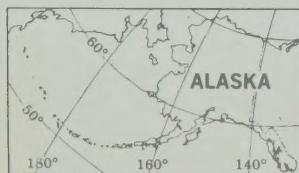
ACTIVITY BOOK
TEACHER'S EDITION

*Our
Working
World*

Cities at Work

by Lawrence Senesh
Professor of Economic Education
Purdue University

Outline Map of the United States



ACTIVITY BOOK
TEACHER'S EDITION

Our Working World

Cities at Work

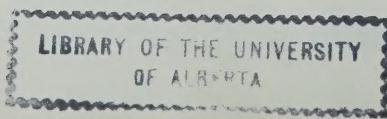
by Lawrence Senesh
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Producers and Consumers

DIRECTIONS: The children should study each picture. If the person shown is producing (doing useful work), they should write the word producer on the line under the picture. If the person shown is only consuming, they should write the word consumer. They should then indicate which of the producers are producing services and which are producing goods, by writing a large S or G after the word producer in each case. They should indicate which of the consumers are consuming services and which are consuming goods, by writing a large S or G after the word consumer in each case.

Teachers should caution the children that in choosing the right answer, they should not be misled by the fact that in the process of the production of goods and services the producer "consumes" raw materials, labor, and tools.

Producers and Consumers

In this book you will read about cities. You will learn many new things. You will also read about many things that you may already know about. Let's look back at some of these things that you may already know about.

Do you remember what a consumer is? You are a consumer. Everyone is a consumer. A consumer is a person who uses goods or services. People eat food. People wear clothing. People go to doctors if they are sick. So everyone is a consumer.

When you eat something, you are using it up. When you wear something, you are using it up. You are consuming goods. We consume some goods quickly, such as when we swallow food. We consume some goods slowly, such as when we drive a car or live in a house.

When you go to a doctor to find out why you are sick, you are consuming a service. When you are in the classroom, your teacher helps you to learn. You are using her services. These services are used up at the

same time they are produced. Services cannot be stored.

Of course, someone has to produce the goods and services you consume. Someone grows the food you eat. Someone makes the clothes you wear. Someone helps you when you are sick. Someone helps you to know more.

Do you remember what we call a person who makes useful things or who does useful work for others? He is called a producer.

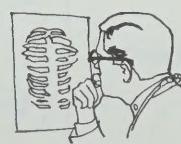
A producer who makes useful things is a producer of goods. A producer who does useful work for others without producing a good is a producer of services.

A man who makes shoes makes useful things. He is a producer of goods. A doctor who helps people get well does useful work for others, but he does not produce the medicine he gives people. The doctor is a producer of services. A teacher who helps you to learn is doing useful work, but she does not produce the book you are using. She is a producer of services.



Producers and Consumers

Producers and Consumers



People Divide the Labor to Produce Faster and Better

People Divide the Labor to Produce Faster and Better

People all over the world want more and better goods and services. Men have always tried to find new ways to produce more and better goods and services in less time and with less work. Men do this through the division of labor. Division of labor helps each man to learn his job well. He becomes a specialist.

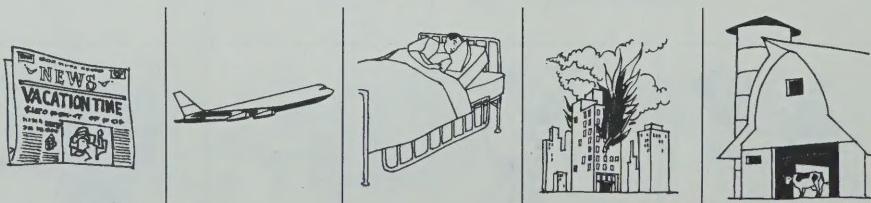
Members of the family divide the labor. At home Father usually does the heavy work, and Mother does the cooking. Children can do many little jobs. People of the countryside divide the labor with people in the cities. A farm may produce milk. A factory in the city may produce milk cans.

People in the city divide the labor. Policemen help keep order. Garbage collectors help keep the city clean.

Specialists produce newspapers, catalogs, and books. Insurance men advise people how to protect themselves against risk. In every city there are many specialists who produce goods and services for the people of the city.

Sometimes the specialists in one city may be so good that they can produce better goods and services than the specialists in other cities. One reason for this could be that one city has more raw materials nearby. Another reason could be that the specialists in one city are better trained. Or perhaps there are more and better tools and machines in one city.

For these reasons, labor is divided within families, businesses, and cities, and between cities and nations throughout the world.



Fireman Reporter Doctor Teacher Pilot Plumber Farmer Truck driver Electrician Lawyer

Specialization Makes People Depend on Each Other

Specialization Makes People Depend on Each Other

Division of labor makes people, cities, and nations need each other. For this reason, people, cities, and nations must trade with each other. Transportation is needed for trading. The faster and cheaper the transportation, the better the people can divide the labor.

Money is also important for trading because it is easier to use money than to trade goods and services for other goods and services.

Transportation and money are keys to better division of labor.



1. What idea did the barber and the carpenter have?
2. Which of the men made the best trade?
3. Who made the worst trade?
4. Why is barter of goods for other goods so difficult?
5. Why is barter of goods for money easier?

DIRECTIONS: Go over the pictures and words with the children, and have them write their answers in the blanks. The teacher should explain to the children what barter is, and guide them in discussion that will help them to discover the convenience of using money in trade.

People Must Learn to Make Choices

DIRECTIONS: The children should decide which object they would choose first, second, and third. Then they are to number each choice by writing 1, 2, or 3 on the line before each picture. Discussion should bring out why they chose what they did. The teacher can point out the difficulty of saving for the future. For example, the newsboy could save his money to buy the bicycle. The bicycle would make it possible for him to deliver more papers and so get greater income. However, if he must help his family buy food, clothing, and other essentials, saving money will be difficult.

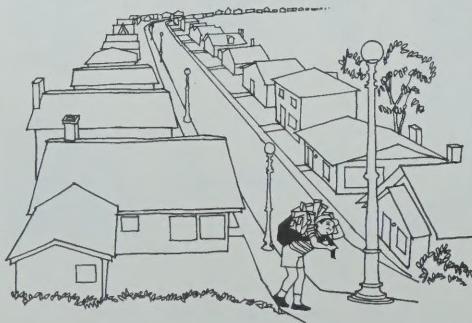
The division of labor helps men to produce more and more goods and services. The division of labor helps men to produce these goods and services with less work and in less time. Yet men cannot produce everything they want. Even though people are able to produce more and more, they are not satisfied. They still want more. To produce goods and services, we need skills, raw materials, and tools. We do not have all we want of these. So families, cities, and nations have to learn how to make wise choices to satisfy as many of their wants as possible with what they have.

Families have to learn what is more important and

what is less important, so that they can take care of their most important needs first. In the same way, cities, states, and nations have to learn how to spend their tax income wisely. They have to know what is more important, what is less important.

Families, cities, and countries must also learn that sometimes choices must be made between what we need today and what we need tomorrow. This means that families, cities, and nations must learn how to save. Sometimes people have so little today that they cannot save for tomorrow. This can happen not only with families but also with whole nations.

If you were this newsboy, what would be your first, second, and third choices?



8



What Will the Mayor Do?

What Will the Mayor Do?

The mayor has three problems. He will not have enough tax money to solve all the problems at the same time. He must solve them one at a time. What will he do first, second, and third?

Control the flood

Add more animals to the zoo

Build more schools



DIRECTIONS: Before the children complete the activity, they should discuss the problems that face the mayor. It is important to emphasize that the mayor cannot solve all the problems at the same time. He must deal with the most important and immediate problem first. Have the children write 1, 2, and 3 in the boxes to indicate what the mayor will do first, second, and third.

Wishes and Prices

Wishes and Prices

We have seen that people must make choices. This is because there are not enough materials, tools, workers, and time to make everything they want.

Because there is not enough of everything for everybody, there is a price for the goods and services people want. The more people want to buy a certain good or service, the higher its price will be. The less people want a certain good or service, the lower its price will be. This is called the law of demand.

The more of a good or service that producers offer to a customer, the lower its price will be. The less of a good or service producers offer to a customer, the higher its price will be. This is called the law of supply.

Long ago, when families used oil lamps, the price of oil was high. Then when electricity was developed, less and less oil was purchased. So the price of oil dropped. The demand for oil for lighting decreased.

Long ago, oil was found only in a few places in the world. Since it was very scarce, the price was high. But now oil can be found in many places in the world. It is not so scarce. So the price of oil is lower. The supply of oil increased.

The amount of goods producers are willing to produce (supply) and the amount of goods consumers are willing to buy (demand) decide the price of the goods. This is the law of supply and demand.

The more people want to buy a certain good or service, the higher its price will be.



In which picture will the price be lower?



The more of a good or service that is produced, the lower its price will be.



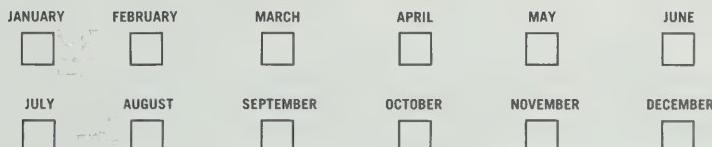
In which picture will the price be lower?



DIRECTIONS: Go over each pair of pictures with the class to make sure they are clear to everyone. The children then mark the boxes indicating which house or houses will have the lower price.

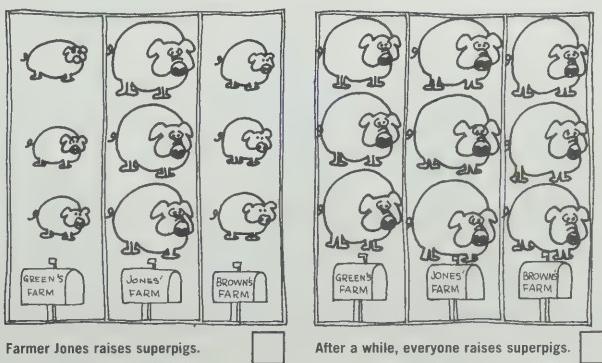
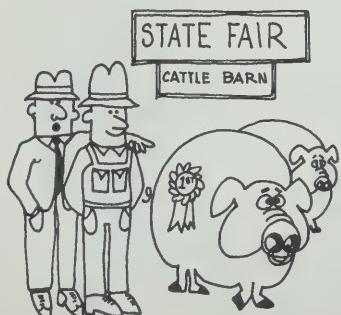
When Will the Price Be Higher?

When Will the Price Be Higher?



Wheat is harvested in July.
In what month will wheat prices be the lowest? In what month will wheat prices be the highest?

In which picture will Farmer Jones earn the highest profit?



DIRECTIONS: The children should choose the month in which they believe the price of wheat will be lowest, and mark an X in the box below that month. They can discuss why July or August prices are lower than May or June prices. (July prices are the lowest because wheat is harvested in July. In this month the supply is largest and the storage cost is the lowest.)

DIRECTIONS: The children should study the sequence of pictures. Then they should mark an X in the box next to the picture they think shows the correct answer. Discussion should bring out that the price Farmer Jones gets depends on the demand for his animals at a given time and the quantity available. The teacher can ask the question: How did the other farmers find out how to raise better pigs? (Through public information.)

When Will the Price Be Higher?

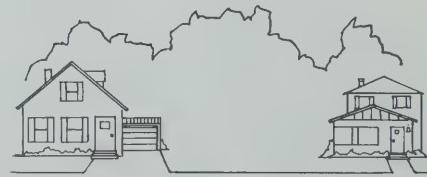
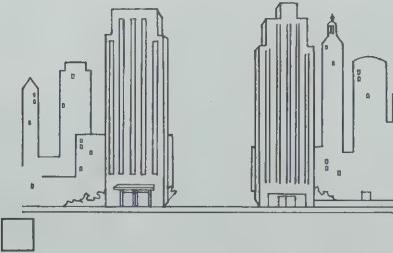
DIRECTIONS: The children should mark an X in the box next to the house they think would sell for the highest price. Discussion should bring out that in the examples shown the cost of production determines the price of the houses.

DIRECTIONS: The children should place an X in the box next to the picture of the location they think would be the best for a high-rise apartment building. After a discussion of the kinds of buildings that might be built on the lots, the children can then draw an appropriate building for each lot. Each child should be able to justify the building he drew. (On the basis of the cost of land.) The children then circle the picture showing the building they think would be cheaper.

When Will the Price Be Higher?



Which house has the highest price? Why?



On which of the two lots would you build a tall apartment house?

What kind of building, or buildings, would you build on each of the two lots? Why?

What kind of building could you buy at a lower price?

Jobs and Income

Jobs and Income

How can people pay for all the goods and services they buy? People have to do useful work. For this useful work, people receive income. Income is usually received in money.

Not everyone earns the same income. Some people earn more than others. Here are some of the reasons why incomes are different:

When many people want the same job, people are willing to work for less pay in order to get the job. So the pay is usually less when many people try to get the same job.

Sometimes many people want to hire the same worker. Then the worker can pick the one who offers to pay the

most money. So when many people want to hire the same person, they are willing to pay more to get the worker.

People want their workers to work hard and produce as much as possible. So they pay more to the workers who do this. People who work faster and better usually earn more.

A store may have many workers. They must be paid even if the store does not sell enough goods to make any income for the owner. But the owner will earn more income than his workers when the store sells many goods. He gets more because he has taken the risk of not selling enough goods to cover the cost of running his business.



Adapted from *Our Working World: Cities at Work*, Developmental Edition.
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DIRECTIONS: To ensure that the children understand what the people in each picture are doing and can thus decide which of them earns more, go through the pictures with the class and explain just what is happening in each. The children should then study each pair of pictures and decide which member of each pair would probably earn more, marking an X in the box located in the corner of that picture.

Taking Risks and Profits

Taking Risks and Profits

The person who takes risks usually earns more than the one who does not. Profit is income earned as a reward for taking risks in business.

Taking a risk in business means that a businessman never knows if he will have customers for his goods. Customers may not like his goods. His prices may be higher than those in other stores. The goods or services offered may not be as good as those offered in other stores. A businessman does not know what will happen in the future. Businessmen take such risks all the time.

Businessmen often use their own savings and the savings of others to build their businesses. Whether business is good or bad, they must pay their workers wages. They must pay rent. And they must pay back the people or bank that lent them the other savings. If things go badly for a business, the businessman can lose all his savings and even owe money to others. But if business goes well, the businessman will usually earn more than he could have by working for someone else. The extra income is his profit.

Who will make a profit?

Dapper Dan rented a store	at \$ 200 a month
He pays interest on savings he has borrowed	at 20 a month
He pays wages to a clerk	at 400 a month
He pays wages to himself	at 600 a month
He advertises in the newspaper	at 100 a month
Electricity and fuel cost him	20 a month

\$ each month are Dapper Dan's costs.

In June, Dapper Dan sold:	
20 suits at \$65 each	\$1300
5 neckties at \$2 each	10
50 shirts at \$5 each	250
5 hats at \$6 each	30
5 raincoats at \$20 each	100
Dapper Dan's sales for June were	\$
But his costs were	\$
There remains this month	\$
Is this difference profit or loss?	

In July, Dapper Dan sold:	
18 suits at \$65 each	\$1170
But his costs were	\$
There remains this month	\$
Is this difference profit or loss?	

DIRECTIONS: The children should write their solutions to the arithmetic problems in the blanks. Discussion should bring out that not every businessman makes a profit all the time. Some suffer losses. It is the risk that the businessman takes that entitles him to the reward of profit.

Taking Risks and Profits

Taking Risks and Profits

Who will make a profit?



Big Leo sells 10 TV sets in one day.

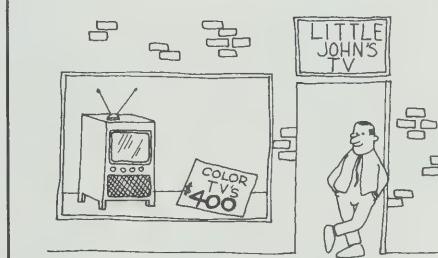
Total sales \$3950

Big Leo pays \$350 for each set.

Total costs \$3500

Difference _____

Is this profit? Is this loss?



Little John sells 5 TV sets in one day.

Total sales \$2000

Little John pays \$350 for each set.

Total costs \$1750

Difference _____

Is this profit? Is this loss?

Who earns the most profit? Big Leo

Little John

Who sells more TV sets? Big Leo

Little John

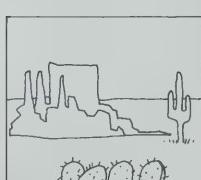
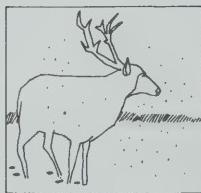
Why does earn more profit? Lower price Lower costs More sets sold

Why does sell more sets? Better sets Lower price

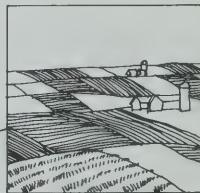
DIRECTIONS: The children should study the pictures. They should figure out the sales, costs, and profits of the two businessmen and write their answers in the blanks. The children should then answer the questions by marking the boxes.

Dots on the Earth: Where Has Man Built Most of His Cities?

Dots on the Earth: Where Has Man Built Most of His Cities?



AREA 1



AREA 3

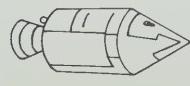
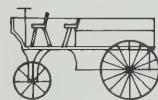
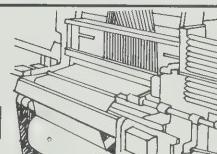
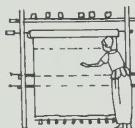
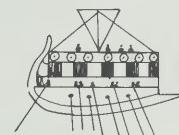


AREA 4

	Area 1	Area 2	Area 3	Area 4
Many cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Few cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hard place to work and trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easy place to work and trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dots on the Earth: Which Came First?

Dots on the Earth: Which Came First?



DIRECTIONS: Have the children study the pictures in each row. They should decide which object was invented first or which event happened first and write a 1 in the box beside that picture. They should then write a 2 in the box beside the picture showing the object or event that came second and a 3 in the box beside the third object or event.

Then direct the children to the "City in Time" chart on pages 4 and 5 in the text. They should use the chart to help them indicate under each picture in the activity book how many parents ago the object was invented or the event happened. The last row should be completed by the entire class under the guidance of the teacher.

1A: What Must Cities Have?

1A: What Must Cities Have?

Which of these are needed for a city?	YES	NO
Schools
Transportation
Trading
Beaches
Knowledge of writing and counting
Toys
Mountains
Farmers producing more than they can eat
Theaters
Division of labor
Law and order
Skyscrapers

DIRECTIONS: The children should write Yes in the left-hand column if the item listed is essential to a city, and No in the right-hand column if the item is not essential to a city. Some items, such as Schools, have been included to stimulate discussion.

1B: What Numbers Can Tell You About Cities

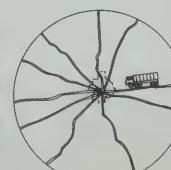
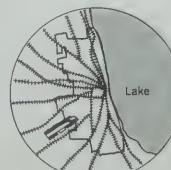
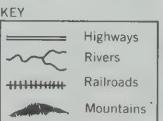
1B: What Numbers Can Tell You About Cities

FACTS	STATEMENT	RIGHT	WRONG	CANNOT TELL
1. Center City covers 65 square miles.	Warpath covers 100 square miles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sackville has a population of 3000.	Bayport has a population of 250,000.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fort James has a population of 4000.	Zenith has a population of 300,000.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Huron has three museums, a zoo, a library, two parks, a theater, and two swimming pools.	Carter has two parks, a theater, benches around the courthouse; people ride around in cars; people watch TV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Watertown has a population of 10,000.	Fowler has a population of 250,000.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Newton has a population of 250,000. The city covers 45 square miles.	Hale has a population of 250,000. The city covers 75 square miles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Richfield has a population of 5000.	Harrison has a population of 250,000.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Azteca has a population of 250,000.	Acorn City has a population of 275,000.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIRECTIONS: The children should study the facts and statements about the cities. They should indicate whether the statements are right or wrong or cannot be answered by putting an X in the proper box under the correct heading. After the children complete the task, they should discuss the reasons for their answers.

2A: Why a City Is Where It Is

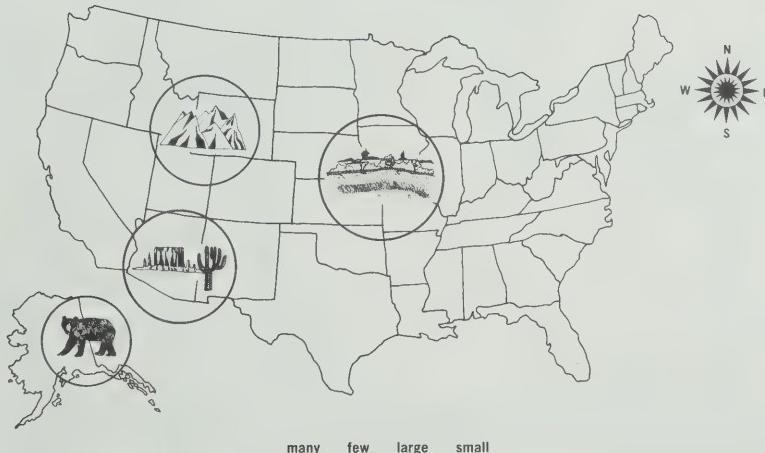
2A: Why a City Is Where It Is



DIRECTIONS: Have the children draw a line from the round picture-maps showing some of the natural or man-made features of a city to the symbols of the same features shown on the map. Discussion should center on why a city is located where it is. Other cities, as well as the children's own cities, can be added to the map.

2B: Can Cities Grow Everywhere?

2B: Can Cities Grow Everywhere?



There are probably cities in the areas shown on the map.
The cities in these areas would probably be

- Color the farm circle green.
- Color the mountain circle purple.
- Color the desert circle yellow.
- Color the "frontier" circle brown.



DIRECTIONS: The children should study the pictures and decide what kinds of cities, if any, would be located in each area. They should discuss why cities located in these areas would, or would not, grow. Then they fill in the blanks in the two sentences. After that they color the circles according to the directions given. The teacher might point out that cities in the areas shown could increase in size and number if transportation lines were improved.

3A: Who Are the Owners?

Government of the city



Corporation (many owners)



Government of the nation



One owner



Partners (few owners)



DIRECTIONS: The children should draw a line from the probable owner to the picture showing the object owned.

3B: How Much Competition?

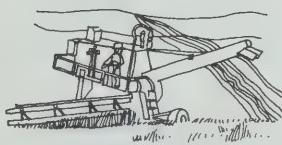
3B: How Much Competition?



LITTLE SOME MUCH



LITTLE SOME MUCH



LITTLE SOME MUCH



LITTLE SOME MUCH



LITTLE SOME MUCH

DIRECTIONS: Make it clear to the children that the producers shown are in competition with producers of the same product. The children place an X in the box to indicate whether each producer has little, some, or much competition. The class should discuss the nature of competition (price, design, special services, and skills) in each case. You should emphasize that even though a farmer may have a huge farm, he still competes with thousands of other farmers all over the country and the world. His competition is price competition.

3C: Does Advertising Help You Make Better Choices?

3C: Does Advertising Help You Make Better Choices?

**ALL BEEF
HOTDOGS
59¢ A POUND**

1.

**EGGS
BARGAIN!!
39¢ A DOZEN**

2.

**1954 FORD
LIKE NEW--
\$350**

3.

I know enough
to choose. I do not know enough
to choose.

1.
2.
3.
4.
5.
6.
7.

**ALL MEAT
HOTDOGS--
49¢ A POUND**

5.

**CANDY
29¢ A BAG**

6.



**ELECTRIC
REFRIGERATOR
\$25 DOWN**

7.

DIRECTIONS: The children should read each advertisement carefully. They should indicate whether they do or do not know enough to choose the product by placing an X in one of the boxes next to the corresponding number. If a student does not know enough to choose, he should be able to tell what else he needs to know.

24

3D: Markets Are Where Consumers Meet Producers

3D: Markets Are Where Consumers Meet Producers

What markets are these?

Money

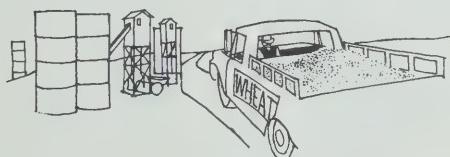
Fish

Grain

Job

Housing

Vegetable



.....Market



.....Market



.....Market



.....Market

DIRECTIONS: After studying the pictures, the children should decide what kind of market is represented in each case. They then write the name of the markets in the blanks provided.

3E: Markets Depend on Each Other

3E: Markets Depend on Each Other

How many markets would these headlines affect?



MARKETS

Housing

Car

Cattle

Machine Tools

Department Store

Airplane

Furniture

Oil

Money

Tractor

Job

Hog

Corn

DIRECTIONS: The children should list all the markets they think are affected by each headline. Discussion should bring out how news affects the markets of cities and nations.

3F: How Much Will a Business Produce?

3F: How Much Will a Business Produce?

Mr. Boss decides to produce travel trailers. He rents a factory and hires one carpenter.



FIRST WEEK	
SALES:	
5 TRAILERS @ \$300.00	\$1500.00
COSTS:	
WAGE OF 1 CARPENTER @ \$200.00	\$200.00
OTHER COSTS 3 X \$200	\$600.00
TOTAL COSTS	\$800.00

FIRST WEEK

Did Mr. Boss earn a profit? Yes No If Mr. Boss did earn a profit, how much was it?

How many travel trailers did the carpenter produce?

Should Mr. Boss hire a second carpenter so that he can produce more trailers? Yes No Why?



SECOND WEEK	
SALES:	
7 TRAILERS @ \$300.00	\$2100.00
COSTS:	
WAGES OF 2 CARPENTERS @ \$200.00	\$400.00
OTHER COSTS: 7 X \$200.00	\$1400.00
TOTAL COSTS	\$1800.00

SECOND WEEK

Suppose Mr. Boss does hire another carpenter.

Did Mr. Boss earn a profit this week? Yes No If so, how much was it?

Was it more than for the first week? Yes No If so, how much more?

How many more trailers were produced in the second week than in the first week?

Should Mr. Boss hire a third carpenter so that he can produce more trailers? Yes No Why?

DIRECTIONS: The children should study each set of pictures and then give their answers in the boxes or blanks provided. The class should discuss their reasons for hiring, or not hiring, another carpenter. Discussion should show why the hiring of the second worker enabled the trailer factory to divide the labor better and increase the profit for Mr. Boss.

3F: How Much Will a Business Produce?

DIRECTIONS: The children should study each set of pictures and then give their answers in the boxes or blanks provided. The class should discuss their reasons for hiring, or not hiring, another carpenter. Discussion should show why the hiring of the third and fourth workers enabled the trailer factory to divide the labor better and increase the profit for Mr. Boss. (You should also point out to the children that Mr. Boss likes any addition to the profit no matter how small.)

3F: How Much Will a Business Produce?



THIRD WEEK



THIRD WEEK		
SALES:		
13 TRAILERS @ \$300.00		\$3900.00
COSTS:		
3 CARPENTERS @ \$200.00 A WEEK	\$600.00	
OTHER COSTS:		
13 X \$200.00		\$2600.00
TOTAL COSTS		\$3200.00

Suppose Mr. Boss hires another carpenter.

Did Mr. Boss earn a profit this week? Yes No If so, how much was it?

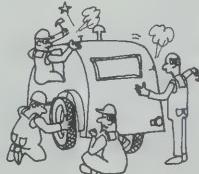
Was it more than for the second week? Yes No If so, how much more?

How many more trailers were produced by adding the third carpenter?

Should Mr. Boss hire a fourth carpenter so that he can produce more trailers? Yes No Why?



FOURTH WEEK



FOURTH WEEK		
SALES:		
17 TRAILERS @ \$300.00		\$5100.00
COSTS:		
4 CARPENTERS @ \$200.00 A WEEK	\$800.00	
OTHER COSTS:		
17 X \$200.00		\$3400.00
TOTAL COSTS		\$4200.00

Suppose Mr. Boss hires a fourth carpenter.

Did Mr. Boss earn a profit this week? Yes No If so, how much was it?

Was it more than for the third week? Yes No If so, how much more?

How many more trailers were produced by hiring the fourth carpenter?

Should Mr. Boss hire a fifth carpenter so that he can produce more trailers? Yes No Why?

3F: How Much Will a Business Produce?

3F: How Much Will a Business Produce?



FIFTH WEEK		
SALES:		
19 TRAILERS @ \$300.00		5700.00
COSTS:		
5 CARPENTERS @ \$200.00		
A WEEK		1000.00
OTHER COSTS:		
19 X \$200.00		3800.00
TOTAL COSTS		4800.00

FIFTH WEEK

Suppose Mr. Boss hires a fifth carpenter.

Did Mr. Boss earn a profit for this week? Yes No If so, how much was it?

Was it more than for the fourth week? Yes No If so, how much more?

How many more trailers were produced by hiring the fifth carpenter?

Should Mr. Boss hire a sixth carpenter so that he can produce more trailers? Yes No Why?



SIXTH WEEK		
SALES:		
20 TRAILERS @ \$300.00		6000.00
COSTS:		
6 CARPENTERS @ \$200.00		
A WEEK		1200.00
OTHER COSTS:		
20 X \$200.00		4000.00
TOTAL COSTS		5200.00

SIXTH WEEK

Suppose Mr. Boss hires a sixth carpenter.

What do you think will happen?

What happened to Mr. Boss's profit?

Will Mr. Boss be happy about this? Should he have hired the sixth carpenter?

If Mr. Boss wants to hire more carpenters profitably, what can he do?

DIRECTIONS: The children should study each set of pictures and then give their answers in the boxes or blanks provided. The class should discuss their reasons for hiring, or not hiring, another carpenter. The class should pay particular attention to the number of men working and the number of trailers produced in comparison with preceding weeks of production.

3F: How Much Will a Business Produce?

DIRECTIONS: The children should go back over the six weeks of production and color in the number of trailers completed each week (three for the first week, seven for the second week, and so forth). From the second week on, the children should use a second color to indicate the additional number of trailers produced by hiring an additional carpenter. The teacher should tell the children that additional trailers were produced not because of the special skill of the additional carpenters but because of the division of labor.

The children should write the profit for each week in the blanks. Then each student should color in the carpenters for the week that shows the highest profit. The class can discuss the reasons why the number of carpenters colored in is the best number for the greatest profit. (Mr. Boss will hire more carpenters as long as his total profit increases even though each addition to profit grows smaller.) The children should understand that Mr. Boss must continue with five workers if he is to earn the highest possible profit. He hopes to see his trailers sell at \$300 each.

The exercises should help the children discover that the number of workers hired is limited by the size of the factory

and the tools available. If Mr. Boss wants to hire more workers profitably, he must enlarge the factory and buy more tools. This may be expensive at the beginning but will pay off later.

3F: How Much Will a Business Produce?

WEEK	CARPENTERS	TOTAL TRAILERS PRODUCED EACH WEEK	MR. BOSS'S PROFIT
First Week			Profit the first week
Second Week			Profit the second week
Third Week			Profit the third week
Fourth Week			Profit the fourth week
Fifth Week			Profit the fifth week
Sixth Week			Profit the sixth week

Discovery

4A: Ideas People in Cities Have Given Us

4A: Ideas People in Cities Have Given Us

What ideas did people in each of these cities give us?



.....
.....



.....
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.....

DIRECTIONS: Before completing this activity, the class should be divided into six committees to study each of the six cities in the text. Each committee submits a report of what it has learned about the city studied. The class then discusses the ideas given to us by the people of these cities. You can summarize the ideas and list them on the chalkboard. Then the class can complete the activity.

4B: People Whose Ideas Make My City a Better Place to Live

4B: People Whose Ideas Make My City a Better Place to Live

WHO?

WHAT WAS HIS IDEA?

Writer

Businessman

Lawmaker

Architect

Artist

Volunteer worker

Educator

DIRECTIONS: The children can be helped to identify important local personalities through whose ideas their city became a better place to live. They can choose a person who is known for the work accomplished in each of the fields above. After writing in the name of a creative person, the children should write about the work of that person. In some cases, more than one person can be named. Also, the children may want to write about a person not included in the categories listed.

5A: Jobs Cause the City to Grow

5A: Jobs Cause the City to Grow

When does this city offer the most jobs and the highest income?



Picture 1. When it has one industry.



Picture 2. When it has few industries.



Picture 3. When it has many industries.

Picture 1 Picture 2 Picture 3

When does this city offer the most jobs?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When does this city have more higher-paying jobs?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

If an industry closes or goes out of business,
when are the workers most affected by bad times?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When does the government of the city have the most tax income?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When does the government of the city have the most expenses?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When are land prices the lowest?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When do people specialize the most?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When do young people move from the city?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

When do young people move to the city?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

DIRECTIONS: The class should discuss what is illustrated by each of the three pictures—how much is being produced, the number and kinds of workers hired, the market, and so forth. The pictures show one city in three stages of its economic growth. After they study and discuss each question, the students should put an X in the box that provides the answer to it. In answering the questions, the children should discover at what point the city will enjoy the highest level of living.

5B: How Did My City Grow?

DIRECTIONS: The teacher should prepare in advance copies of a sheet containing data about the children's city. The United States Census is a handy source; information on population and people who are employed is given by states in Volume I, Table 8. School enrollment figures are usually available from the school superintendent's office, and the superintendent may also have projections of future growth, which could be valuable in class discussion. The teacher may wish to collect information on how the area of the city spread (usually available from the City Hall) and on business growth (available from the Chamber of Commerce). After discussing the figures so that all the children understand their significance, the teacher should have them complete the activity page, filling in all the data. The class should talk about how these data relate to factors discussed in the preceding lesson. Then, using the information they have, children should write a short essay on "How Did My City Grow?"

5B: How Did My City Grow?

	People Who Are Employed	School Enrollment	People	Other
1900				
1910				
1920				
1930				
1940				
1950				
1960				
Today				

6A: Why Do Conflicts Arise?

6A: Why Do Conflicts Arise?



The boys settled their differences through finding out the facts.

How?

.....

.....



The boys settled their differences by each giving in a little.

How?

.....

.....



The men settled their differences through decision under the law.

How?

.....

.....

DIRECTIONS: The children should be led to discover that conflicts can be settled by knowing all the facts, by compromise, and by the decision of an impartial third party or according to the law. The teacher should read to the class the article "How Scientists Study 'Getting Along,'" by Kenneth Boulding, pp. 275-276, Resource Unit, Our Working World: Neighbors at Work. Then the class can compare their findings with Dr. Boulding's theory. Have them check newspapers, television, and radio for information on conflicts in local, national, and international affairs, and bring notes or clippings to class. How these important conflicts may be resolved should be discussed by the class.

6B: Changes That Are Good for Some Groups May Cause Problems for Others

6B: Changes That Are Good for Some Groups May Cause Problems for Others

PROBLEMS

A. Who should pay the taxes for the services of the city?

CHANGES IN THE CITY

1. Cutting out public transportation in one part of the city.
2. Many families live and own homes in the suburbs, but they work and gain their incomes in the city.
3. The city tears down many old homes to build new homes and office buildings in the center of the city.
4. To take care of overcrowding in the schools, the city tears down old schools and builds new ones. In other areas, the city does nothing.

B. How can people who have no cars get to work or visit other neighbors?

C. How can the city provide an equal education for everyone in all parts of the city?

D. Who should provide housing for people who had to move from the torn-down neighborhoods?

DIRECTIONS: The children should study the changes in the city listed in the first column and discover which problems are caused by them. They should draw a line from each problem to the change which caused the problem. When all the children have finished connecting the logically related pairs, the reasons for the conflicts in each situation should be discussed. The children should be encouraged to offer their own ideas on possible ways to solve these conflicts.

6C: What Happens When People Move?

6C: What Happens When People Move?

Joe Green and his family lived on a large dairy farm in the South. It was owned by Mr. Daniels. Mr. Green, along with many other men, worked for Mr. Daniels in helping to run the dairy farm. A few months before, Mr. Daniels put in new machinery that would do the milking faster and better than the men could do it. The machines did the work of many of the men, and Mr. Daniels had to tell them that they would have to look elsewhere for work. Joe Green was one of the workers who had to leave. There was no other work for him nearby, and he and his family began to think of moving to the city. Mr. Green's cousin lived in (use name of your city here), and he wrote to Joe and told him to come to the city to look for a job. After thinking it over for a few days, Joe Green and his family loaded their few belongings into their car and started for . . . (your city).

David Brown and his family lived in Washington, D.C. Mr. Brown worked with electronic machines called computers. These machines are used to handle millions of facts and figures—and to solve problems many hundreds of times faster than the problems could be solved without their help. The men who work with these machines are skilled specialists. As more and more companies begin to use computers, more and more of these specialists are needed. Mr. Brown had lived in Washington for five years, but he was not happy. He liked his work, but he wanted to earn more money for his family. He read about Houston, Texas. He read that the city is growing fast because of the many new businesses that are moving there. Two weeks ago David Brown arrived in Houston and found a good job. Now he has sent for his wife and two children to join him there.

-
1. Where do you think Mr. Green and his family stayed when they first got to the city?
 2. Do you think that Mr. Green's cousin had extra space in his apartment?
 3. Will Mr. Green have any problem finding a job? Why, or why not?
 4. How will he pay his expenses?
 5. What could Mrs. Green do to help the family?
 6. What could the children do to help?
 7. What will the Green children do about school? Do you think the city school was different from the country school in the South?

 1. Why was David Brown able to get a job in such a short time?
 2. Would this job be a better job than the one he had in Washington?
 3. In what ways would it be better?
 4. Would he have as much difficulty finding a good home as Joe Green might have? Why, or why not?
 5. What problems do you think David Brown and his family faced in Houston?
 6. How are these problems like the problems of the Green family in their new city? How are the problems of the two families different?

DIRECTIONS: Here are two examples of families moving to new cities. The children should read the information given and decide for themselves what they believe the answers to the questions should be. Using the questions as a guide, they should then discuss what problems each family is likely to meet and how they think these problems might be solved.

6D: Where Do We Go for Help in the City?

DIRECTIONS: The teacher should review the meanings of the words public and private with the class, and be sure that all the children understand them. Then the children should study the situations listed and write in all the possibilities for help that they can think of. A city directory or a telephone directory should be available for reference. When the children have finished, they should discuss and compare their lists; the teacher should help them to be sure they have correct telephone numbers for each source of help listed. The discussion should bring out how some sources may be better than others in specific instances, and the children should feel free to improve their lists as the discussion progresses.

6D: Where Do We Go for Help in the City?

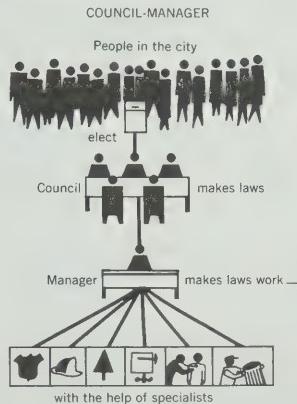
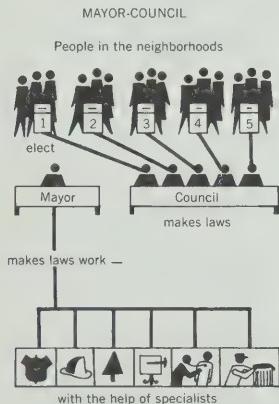
	PUBLIC	PRIVATE
In case of fire:
In case of theft:
In case of illness or injury:
To find a job:
To get job training:
In case of emergency need for food, clothing, shelter (housing):
In case we have trouble with the water:
In case we have trouble with the gas:
In case we need electricity:

7A: How Is My City Government Organized?

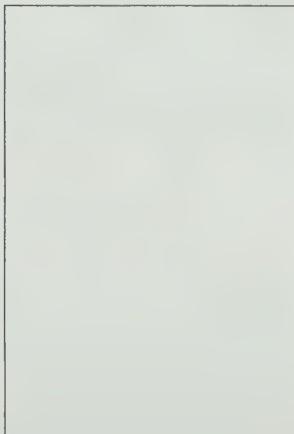
7A: How Is My City Government Organized?

Here are two ways to set up a city government.

Two forms of local government



Here is the picture chart of my city government.



DIRECTIONS: The children should draw a picture chart of their city government with the help of the teacher. They should then try to find out the name of each city official and how the official obtained the job (by appointment or election).

7B: How Does My City Produce Services?

DIRECTIONS: Two committees can be appointed. One committee should prepare the budget of the city, the other the budget of the school. Information about city budget can be obtained from the City Hall, and on the school budget from the school superintendent. The teacher should direct the children to fill in the names of the sources from which the information came. The budget items can be divided as on the activity page. If the budget information is too complicated, the teacher can prepare a simplified version of it. After the assignment the children can discuss the reasons why spending may rise or fall in the future.

7B: How Does My City Produce Services?

Name of my city	City population
Where does my city get its money?	For what does my city spend its money?
Property taxes \$	Fire Department \$
Sales taxes \$	Police Department \$
Licenses and fees \$	Street Department \$
Taxes shared with other governments (state and federal) \$	Sanitation Department \$
Other \$	Other \$
Total \$	Total \$
Source	For the year

Name of my school	School population
Where does my school get its money?	For what will my school spend its money?
Property taxes \$	Teachers \$
Help from the state government \$	Other workers \$
Help from the federal government \$	Supplies \$
Other \$	Keeping buildings in good repair \$
Total \$	Debt (paying back loans) \$
Source	Other \$
	Total \$
	For the year

7C: What Makes the City's Tax Income Rise or Fall?

7C: What Makes the City's Tax Income Rise or Fall?

What makes the city's tax income rise or fall?

	Rise	Fall
A new factory moves to the city.
The City Council increases taxes.
Business sales rise.
Business sales fall.
Many families move to the suburbs.
New families move into the city.
The city tears down houses to build a parking lot in the city's business area.
The city builds a toll bridge.
The city decides to charge an amusement tax on tickets to the zoo.

What makes the city's spending rise or fall?

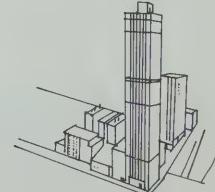
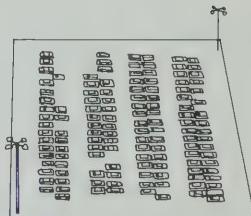
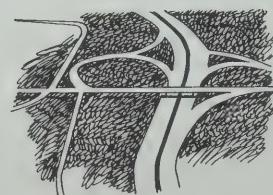
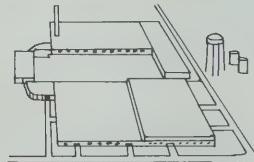
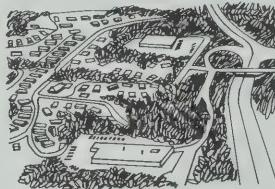
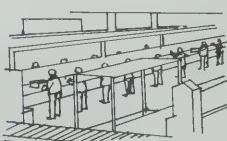
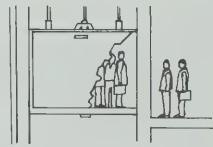
	Rise	Fall
The city builds a toll bridge.
Many needy families move to the city.
The city builds a new zoo.
The city tears down houses to build a parking lot in the city's business area.
The city hires more policemen.
The city must replace its old fire trucks.
The city decides to build a new school.

DIRECTIONS: The children should place an X in the Rise or Fall column following each action described. The children should note that for some services the city may charge fees for all or part of the expenses. In these cases they should check both columns.

8A: How Do New Inventions Affect City Planning?

8A: How Do New Inventions Affect City Planning?

INVENTION



DIRECTIONS: The children should study each invention shown and then decide which item or items are associated with it. They then draw lines from each invention to the related item or items. Some items may be used more than once, some not at all.

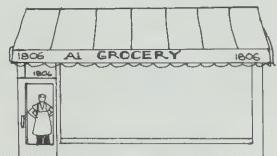
8B: Planning Land Use for Keeping Neighborhoods Happy

8B: Planning Land Use for Keeping Neighborhoods Happy

Suppose your city lets landowners use their land any way they want to use it. How will these neighbors feel about each other?

Look at each picture. How does each owner feel about his neighbor?

- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent



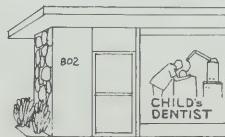
- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent



DIRECTIONS: The children should study each set of pictures and decide how the two neighbors affect each other by their land use. The children then indicate in the boxes whether the neighbors make each other happy, unhappy, or indifferent by the way they use the land. In the first case, discussion may point out that by being close to each other the two stores benefit each other because they bring customers to the area (an example would be a shopping center). In the second part of the activity the children should discover a simple rule for land use in the city.

8B: Planning Land Use for Keeping Neighborhoods Happy

8B: Planning Land Use for Keeping Neighborhoods Happy

Look at each picture. How does each owner feel about his neighbor?

- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent

- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent

- Happy
Unhappy
Indifferent



- Happy
Unhappy
Indifferent

Now, suppose you have been hired by the City Council to be the city planner. The sign on your desk reads:

NAME.....
CITY PLANNER OF

Which of these land uses would you allow, or not allow?

Allow Not Allow

- If either neighbor hurts the other.
..... If either neighbor benefits the other.
..... If the two neighbors neither hurt nor benefit each other.

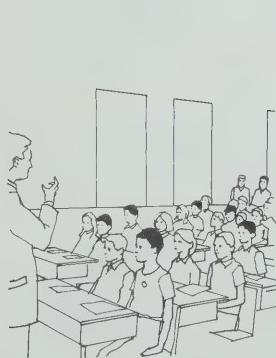
8C: What Should Planners Study to Solve These Problems?

8C: What Should Planners Study to Solve These Problems?

Which systems must the city planner study to prevent these problems?

SYSTEMS

- | | | | | |
|--------------------|-----------|-----------|-------------------|------------|
| 1. Business (jobs) | 2. Legal | 3. Street | 4. Communications | 5. Park |
| 6. Transportation | 7. Health | 8. School | 9. Housing | 10. Sewage |



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

DIRECTIONS: The class should study one example at a time, discussing the serious problems they think would result from the action illustrated by each picture. Under each picture the children should circle those numbers standing for systems which must be studied to solve the problem. If children are very sophisticated, they may identify many systems that at first glance have little or no relation to the problem. Discussion of such relationships should be encouraged.

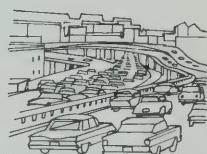
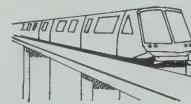
8D: Which Is the Better Use of Land in a Crowded City?

8D: Which Is the Better Use of Land in a Crowded City?

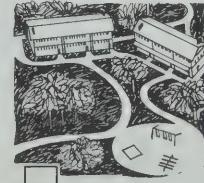
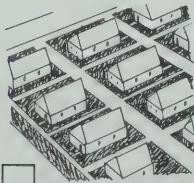
This OR This



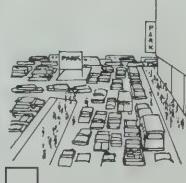
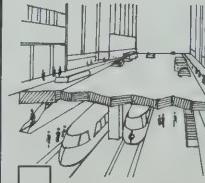
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This OR This

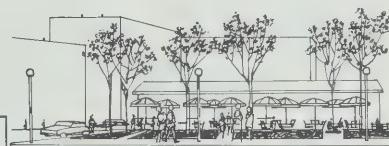
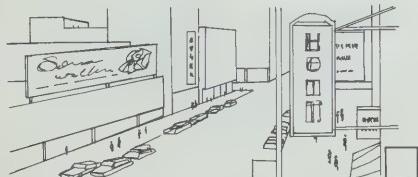


This OR This



8E: What Do You Want Your City to Be Like?

8E: What Do You Want Your City to Be Like?



The downtown area should be a pleasant place in which to shop.
To which of these downtowns would you rather go?



Homes should be in neighborhoods where the streets are safe and pleasant. Which neighborhood looks friendlier and safer?



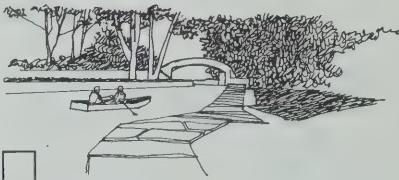
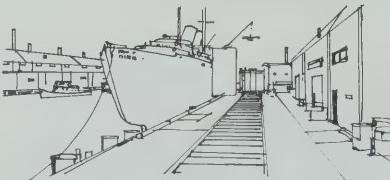
Streets and roads are needed to connect parts of the city. But sometimes streets and roads become a problem and they keep neighborhoods apart. In which of these two cities does the traffic move without keeping neighborhoods and people apart?

47

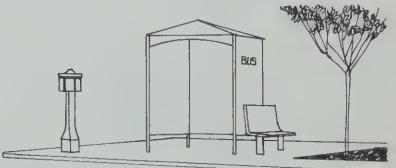
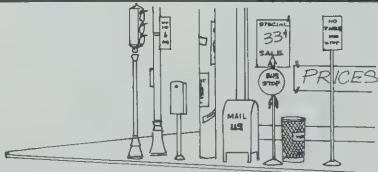
DIRECTIONS: The class should study each set of pictures and mark an X in the box to indicate which picture represents what they would want their city to be like. Then they should discuss each set of pictures to bring out which features are good for the people of their city.

8E: What Do You Want Your City to Be Like?

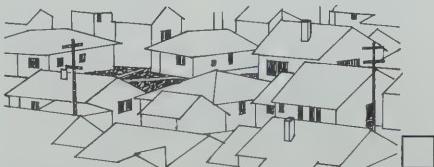
8E: What Do You Want Your City to Be Like?



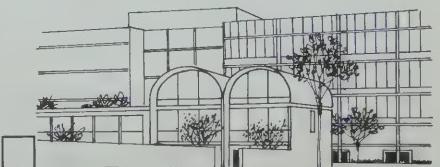
Cities should be more than buildings and streets. There should be places where people can enjoy nature inside the city. Which city do you like better?



A city's "furniture" can help to make it look nice. In which city did the planners use "furniture" well?



A city can grow and look like this:

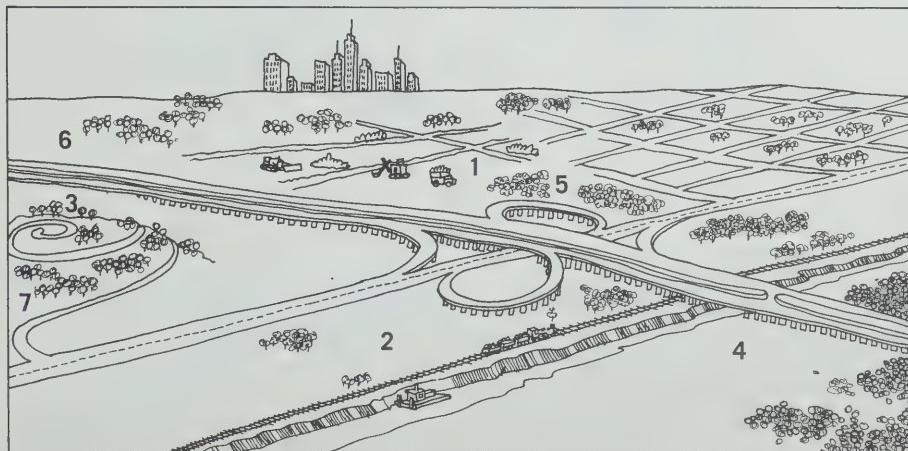


Or it can grow and look like this:
Which city is planning the use of land better?

8F: Where Will You Locate?

8F: Where Will You Locate?

- A picnic ground
- A shopping center
- Houses built according to the plans of individual owners
- Lookout Park
- Factories and warehouses
- An elementary school
- Land for large housing project of single homes



49

DIRECTIONS: The children should try to decide what would be the best locations for the projects listed. They indicate their choices by writing the numbers of the locations in the blanks. Then they draw the symbols of the projects on the map. They should be able to give reasons for their choices.

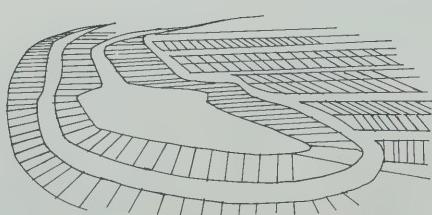
8G: Which Plan Do You Think Makes a Better Place to Live?

8G: Which Plan Do You Think Makes a Better Place to Live?

Two planners were given the job of drawing a plan for using this beautiful site for homes for 100 families.

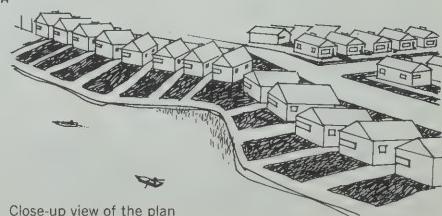


Planner A presented this plan for 100 single-story homes on lots of the same size.



PLAN A

Map of the plan



Close-up view of the plan

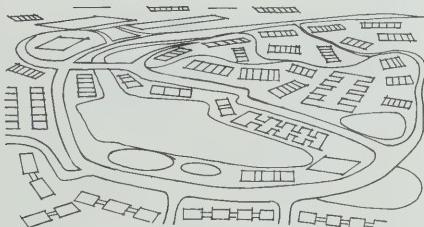
DIRECTIONS: After the children carefully study the picture of the original site and the two plans, they should choose the plan they like better and state the reasons for their choice.

8G: Which Plan Do You Think Makes a Better Place to Live?

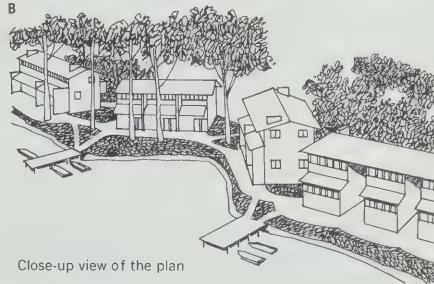
8G: Which Plan Do You Think Makes a Better Place to Live?

Planner B presented this plan for 100 two-story townhouses grouped closely together.

PLAN B



Map of the plan



Close-up view of the plan

Which plan do you like better? Plan A Plan B

Why?

.....

.....

.....

8H: The Story of Three Friends

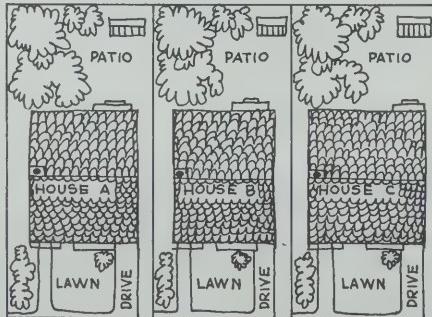
8H: The Story of Three Friends

Three friends bought a pretty piece of land to build three homes on so that they could be neighbors. They went to an architect who designed them three nice houses, each sitting on one-third of the land.

The wives were happy with the nice big houses, but

they said, "We like the homes, but can't they be built so that we can have more of the land in one piece for use as gardens and a play area?"

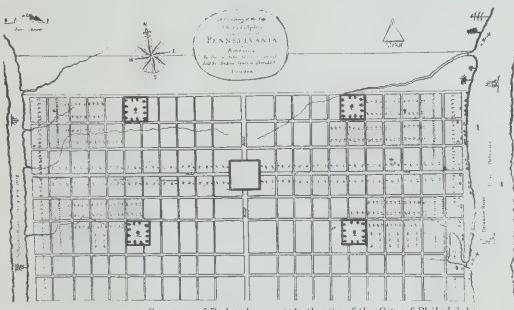
The architect thought and then nodded his head and said, "Yes!" Draw the plan you think he prepared.



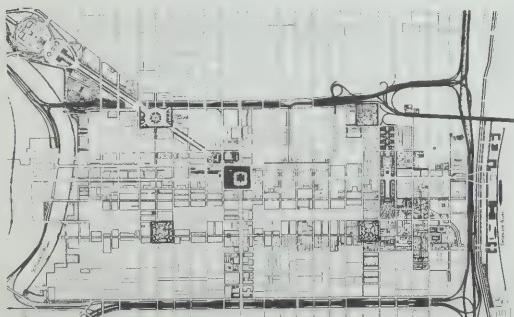
DIRECTIONS: After the children study the case story, they should draw up a plan for the three friends. The teacher may want to give a hint or two. (The choice is basically between side-by-side town-houses or a high-rise.) After the children have finished drawing their plans, the teacher should discuss the advantages and disadvantages of the various plans.

9A: Cities Are Always Changing

9A: Cities Are Always Changing



Courtesy of Redevelopment Authority of the City of Philadelphia



Map 1 shows Philadelphia as it looked in 1682. This is about 9 parents ago. Map 2 shows Philadelphia as it looks today.

1. There are five "squares" shown on Map 1. What do you think they are?
Can you find the same squares on Map 2?
Color them green on both maps.
2. Compare Map 1 with Map 2. List some of the changes that you can see.
.....
3. According to the maps, what invention do you think caused the most changes?
.....
4. What is different about the rivers in the two maps?
.....
5. How have the boundaries of the city changed?
.....
6. On Map 2, see if you can find Philadelphia's freeways. Trace them in red. Why are these freeways important?
.....

DIRECTIONS: The class should study the two maps and then write answers to each question, omitting any they cannot answer. In relation to Question 4, the class should notice that in the map of today, extensive warehouse and harbor facilities are available. After the activity has been completed, the teacher should lead a class discussion. Some children may want to predict future changes in the city.

9B: What Is My City Doing to Keep up to Date?

DIRECTIONS: The class can be organized into several committees to discover projects which help their city keep up to date. Such projects may include renewal of a neighborhood, a cleanup campaign, street or expressway projects, construction of new buildings, and so forth. Newspaper reports and pictures, photos from scrapbooks, field trips, and interviews with city officials are all good sources of data. Once the committees have assembled the data, each student should use this page to summarize or outline what he has learned about his city. The teacher may want to display the complete reports of the various committees.

9B: What Is My City Doing to Keep up to Date?

Describe the project:

.....

.....

.....

How much will it cost?

Who is paying for it?

Why is it important to my city?

.....

.....

.....

.....

.....

.....

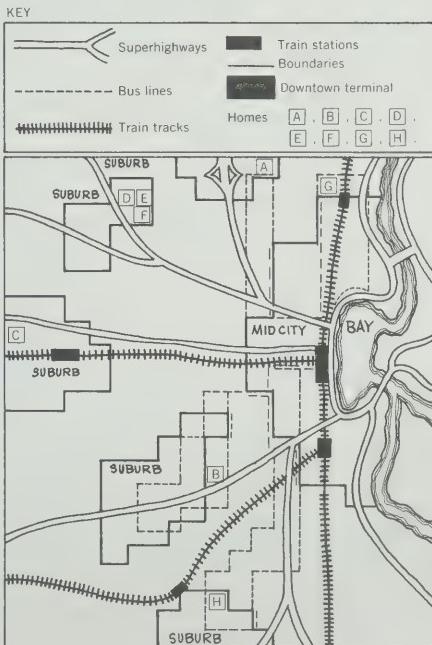
.....

10A: How Do People Travel in the City?

10A: How Do People Travel in the City?

The people who live in homes A, B, C, D, E, F, G, and H all work in downtown Midcity. They must find the best way to get to work each day. Study the map and decide how each person should get to work. If the person has more than one choice, mark both choices in the space given.

- A
- B
- C
- D
- E
- F
- G
- H



55

DIRECTIONS: Each child should decide for himself the possible ways of travel open to the eight people and write the answers in the blanks. Discuss the answers with the class as a whole. (The homes of Mr. D, Mr. E, and Mr. F have been placed in the same neighborhood to give children the opportunity to discover the advisability of forming a car pool.)

10B: How Do the Members of My Family Travel to Work?

10B: How Do the Members of My Family Travel to Work?

1. Member of family			
2. How far do you travel to work?			
3. What choices do you have? (Please check possible ways.)	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other
4. What way do you use most of the time?	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other	Bus Car Car pool Subway Train Other
5. Why do you travel this way? (More than one reason can be checked.)	Only way there is Handier Faster Cheaper More comfortable			
6. If you now drive, would you use public transportation if it were any one of the following?	Available Cheaper Faster Comfortable	Available Cheaper Faster Comfortable	Available Cheaper Faster Comfortable	Available Cheaper Faster Comfortable
7. Do you believe that our city needs better transportation? Explain your answer.	Yes No	Yes No	Yes No	Yes No

DIRECTIONS: The children should question members of their families about how they travel to work. Committees can summarize the interviews. Then the class should discuss how the transportation habits of members of their families affect the transportation problems of the city.

10C: Should the Bus Company Raise the Fare?

10C: Should the Bus Company Raise the Fare?

1



The bus company suffers losses.

Did the fare raise help the bus company? _____

Yes No

Did the fare raise help the city? _____

Yes No

In what ways did the city suffer? _____

2



The owners of the company decide to raise the fare to 15 cents.

What could the city do to solve the traffic problem? (Choose one which you think is best.) _____

Pay overtime to the police for untangling traffic jams. _____

Give the bus company money so that the company could keep the fare at 10 cents. _____

Widen the streets. _____

Put in more traffic lights. _____

Make more parking space for cars. _____

Tell people they should walk more. _____

Do nothing about the problem. _____

Other solutions. _____

3



Many people stop riding the bus and drive their cars to work.

4



After raising the fare, the owners of the company found that—

Before the raise in fare, 1400 people rode buses each day. How much income did the bus company get each day? _____

After the raise in fare, 1000 people rode buses each day. How much income did the bus company get each day? _____

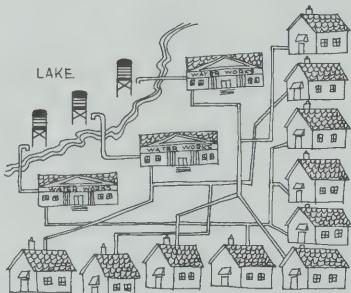
DIRECTIONS: After going over the pictures and captions, the children answer the questions. Discussion should center on the choices the city has in dealing with its transportation problem. The children might want to add other choices to the list, such as city ownership and loans for new equipment.

11A: Most Cities Have Only One Water System. Why?

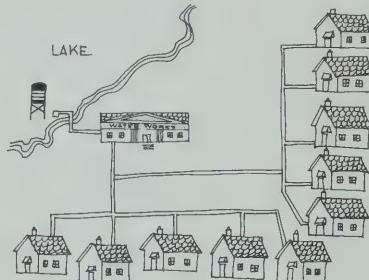
11A: Most Cities Have Only One Water System. Why?

Study these pictures to find the answer:

CASE A



CASE B



1. In which case would the city use more equipment, buildings, and pipes to produce and deliver water?
Case A Case B

.....
.....
.....
2. In which case could the city produce water for less cost?
Case A Case B

.....
.....
.....
3. If the water companies are owned by businessmen, in which case is there more competition?
Case A Case B

.....
4. What could the city do to assure a fair price for water if there is only one water company?
.....
5. If you were the city planner for your city, which water system would you choose?
Case A Case B

.....
6. How many water systems are there in your city?.....
7. Who owns the water system in your city?.....

11B: Can You Find the Causes of Air Pollution?

11B: Can You Find the Causes of Air Pollution?



The causes of air pollution shown in the picture are:

.....

.....

How do the city and its people suffer from air pollution?

.....

DIRECTIONS: The children study the picture and then write in the blanks the causes of air pollution they find. They can list other sources of air pollution not shown in the picture but actually present in most cities. After the children do the activity, they may discuss how the causes of pollution shown in the picture apply to their own city.

12A: What Can We Learn from Athens?

12A: What Can We Learn from Athens?

The map opposite shows where the Athenians traded. After the teacher has read "Athens at Work" in the Resource Unit, page 192, read the questions and mark an X in each box that stands for a correct answer.

1. Could the Athenians produce everything they needed by themselves?

Yes No

2. Did the Athenians divide the labor with other places to get the other things they needed?

Yes No

3. What did the Athenians produce that they could trade?

Olive oil Ivory Grain Silver
Grape wine Lumber Silk Gold

4. What else did the Athenians have to produce before they could trade?

Houses Shoes Hotdogs Seaport
Ships Refrigerators Jars Chairs

5. What are some of the things the Greeks got in trade for their grape wine, olive oil, and silver coins? Look at the map of Athenian trade, and then write your answers below:

.....
.....

6. What did the Athenians do with the goods they got from other lands? Check the box for "Yes" if the statement is correct; check "No" if it is wrong.

a) They consumed all of them.

Yes No

b) They consumed part of them.

Yes No

c) They used some of them to produce simple tools and weapons.

Yes No

d) They produced jewelry with some of them.

Yes No

e) They produced much laborsaving machinery.

Yes No

7. What are the reasons the Athenians did not produce much machinery? Check "Yes" if the statement is correct; check "No" if it is incorrect.

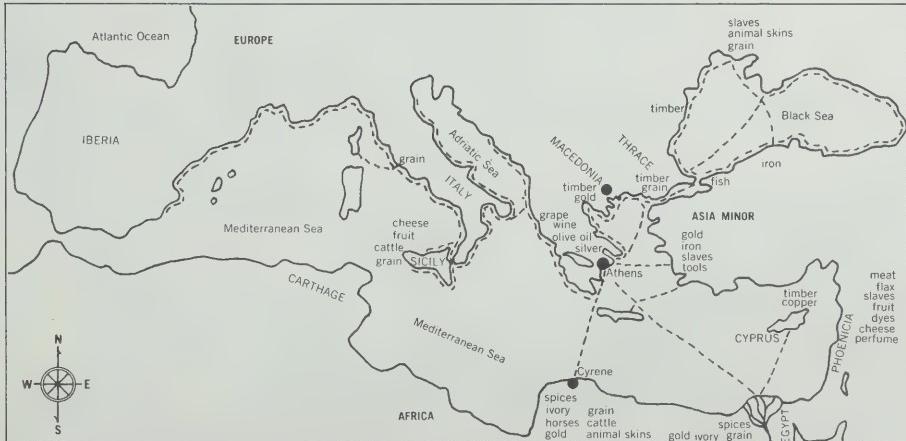
a) Many machines had not been invented yet.

Yes No

12A: What Can We Learn from Athens?

12A: What Can We Learn from Athens?

- b) Slaves did the hard work that machines might have done.
Yes No
- c) The Athenians were not clever enough to invent machines.
Yes No
- d) Athenians had little desire for lots of goods. They thought other things were more important.
Yes No
- e) Hard work was not known at the time of the Athenians.
Yes No



ATHENIAN TRADING

12B: Important Places in Athens

12B: Important Places in Athens

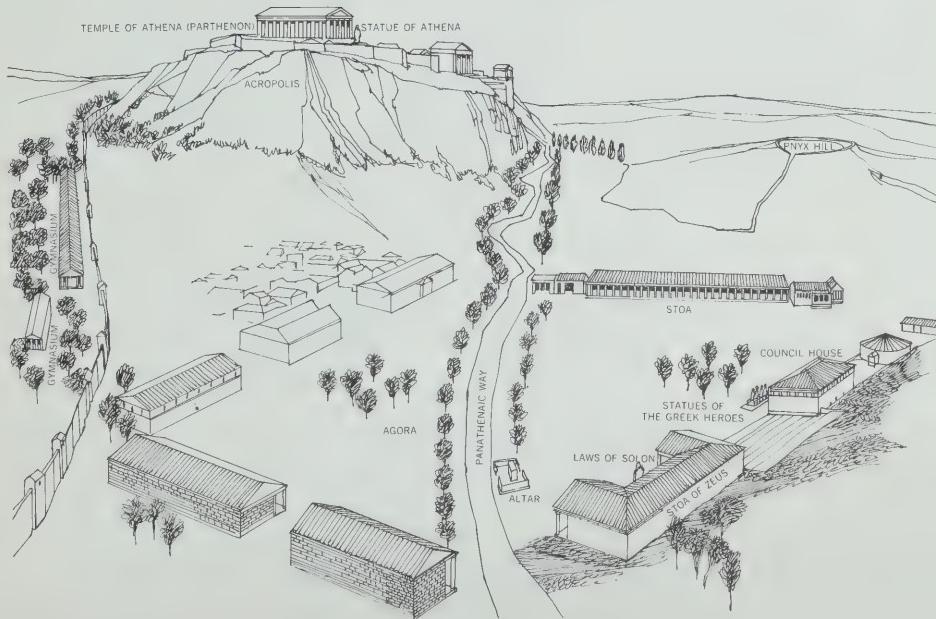
Study the picture map of "Important Places in Athens." Then read the following sentences. Fill in the blanks carefully.

1. On the stood the temple of Athena. The Athenians looked up to the and prayed. "Help us, O Athena, to bring honor to your city."
2. The was the busiest place in Athens. Here the Athenians came to work in offices, stores, and workshops. They came to shop. They came to worship. They came to serve in the law courts. They came to be with other people and discuss ideas and learn the news.
3. Men and boys spent much time in the The was in a shady grove of trees outside the walls. Here the men and boys enjoyed sports and discussed ideas with the wise men.
4. From time to time the Athenian citizens met on They discussed new plans for Athens and voted on new laws.
5. The Athenians saw plays and listened to great poets in the There were prizes for the best poems and plays. Pericles thought that the helped the people to understand each other better.

DIRECTIONS: After reading the case study, the children should examine the picture map "Important Places in Athens" and complete each statement with the name of the proper place.

12B: Important Places in Athens

12B: Important Places in Athens



12C: Some of the People of Athens

12C: Some of the People of Athens



CITIZENS



FOREIGNERS



SLAVES

Each of the paragraphs below describes one of the groups of people shown above. When you have compared the paragraphs with the pictures, write the name of each group in the proper space.

- a) of Athens were free men. They spent much of their time serving the government of Athens. They used their free time, however, to talk and enjoy sports.
- b) were the men, women, and children whom the Athenian soldiers brought back from the wars. Wealthy Athenian citizens bought them to do their work.
- c) came to Athens to work as traders, craftsmen, doctors, artists, and teachers. They could not vote on the laws of the city, but they found Athens a good place to live.

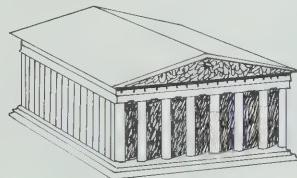
DIRECTIONS: The children study the pictures and identify each in the paragraphs given.

12D: A Greek Temple

12D: A Greek Temple

The style of the Greek temples has been used for buildings all over the world. Do you know a building in your city that looks like this Greek temple? Have

you seen pictures of famous government buildings and museums that are similar to this? In the space below, draw a building that looks like a Greek temple.



What is the building?

Where is it?

DIRECTIONS: The children study the picture and compare the style of the Greek architecture with the style used for public and government buildings they have seen; then draw a picture of one of the buildings in the space provided.

13A: What Would You Do About London's Growth?

13B: Which Way of Trading Produced More Jobs and Income for London?

DIRECTIONS: Concerning the first method, the discussion might bring out that if London becomes too big, there will be no open spaces left for the people's recreation. Transportation problems would become very difficult. Discussion of the second method might bring out that this is what the government is doing now. The teacher can review with the children the story "New Town—Stevenage" in the Resource Unit, page 205.

Discussion of the third method might bring out that such a law would not be proper in a free country where people have the right to move freely. Such a law would hurt both declining cities and growing cities.

DIRECTIONS: The children study each sequence of drawings to decide which method of trade is more productive for London. After they have made their choice and written their reasons, they should discuss them aloud. The discussion should bring out that more jobs and income are created when a country produces finished goods rather than raw materials.

13A: What Would You Do About London's Growth?

1. Let London grow, using up all farmland.
2. Build new towns outside London where people could live and work.
3. Try to get laws passed that would not let people move from where they live.
4. Other.....

13B: Which Way of Trading Produced More Jobs and Income for London?

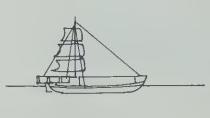
Place a check in the box to show which way of trading you think produced more jobs and income, and give the reasons for your choice in the space on the next page.



1. Wool is cut on English farms.



2. London merchants buy raw wool.



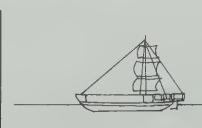
3. Venetian ships carry raw wool to Bruges.



4. Bruges weavers produce cloth.



5. Bruges merchants sell cloth to London merchants.



6. Venetian ships carry cloth to London.



7. London tailors make clothing.

13B: Which Way of Trading Produced More Jobs and Income for London?

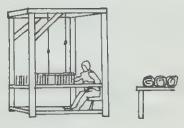
13B: Which Way of Trading Produced More Jobs and Income for London?



1. Wool is cut on English farms.



2. London merchants buy raw wool.



3. Weavers in London produce cloth.



4. London merchants buy cloth from London weavers.



5. London merchants sell the cloth to customers in London.



6. London tailors make clothing.



7. London merchants sell cloth to merchants in other lands.



8. Cloth is shipped to other countries in British ships.

Reasons:

14A: Where Venetian Ships Traveled

DIRECTIONS: The children should color their maps and study the area in which the Venetian ships traded. Then they should locate Venice on a world globe, if one is available. The children then locate the same area on the world map in the back of this book. They circle this area in red. The trading area of Athenian ships should be circled in blue. The teacher may want to discuss the map symbols used to be sure the children understand them. When the children study the world map, they may discuss the areas where the United States and Britain trade today. They may discuss the reasons why these countries trade throughout the whole world while Venice and Athens traded only in a small area. (Some reasons are the development of technology, discovery of new lands, increasing world population, increasing division of labor.)

14A: Where Venetian Ships Traveled

On the opposite page is a map showing the places visited by the merchants of Venice in their trading.

Color the ocean and the seas light blue. Color Europe light green. Color Africa and the Holy Land light yellow. Leave the rest of Asia white.

Color the dotted lines of the Venetian trade routes red. When you have colored your map, look at the world map at the end of your workbook. See if you can find Venice on the world map.

Then draw on the world map a red circle around the area where the Venetian ships went to trade. Look at the map on page 61 which shows the area where Athenian ships traded. Using a blue crayon, draw a circle on your world map to show how big this area was.

Who traded in a bigger area—the Venetians or the Athenians?

Which were bigger and stronger—the Venetian or the Athenian ships?

From the map on the opposite page, can you tell where the Venetians got wool?

Where did the Venetian traders get wool cloth?

Where did they get timber?

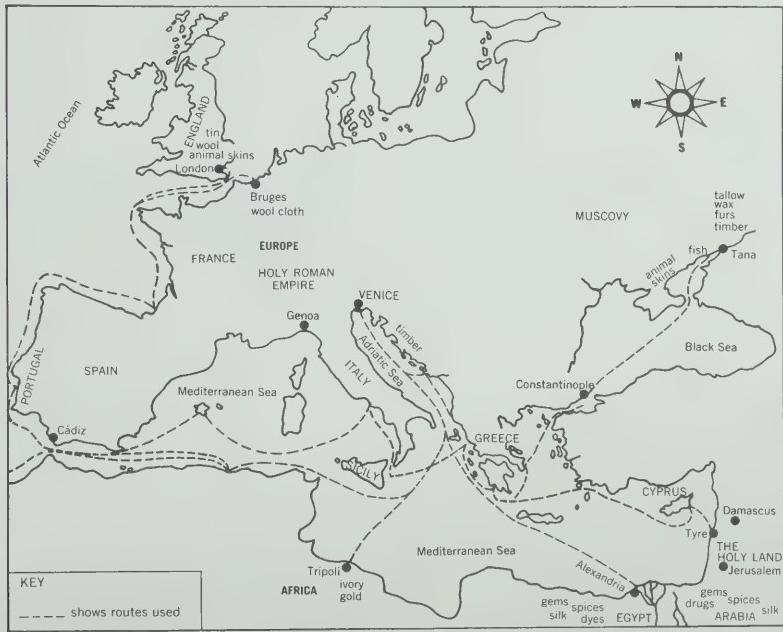
Where did they take the timber?

How did the Venetians get spices and silks from faraway Asia?

Where did they take the spices and silks?

14A: Where Venetian Ships Traveled

14A: Where Venetian Ships Traveled



Adapted from *Our Working World: Cities at Work*.
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14B: Marco Polo, Trader

14B: Marco Polo, Trader

The heavy line on the map shows the route taken by Marco Polo, his father, and his uncle on their journey

How long did it take for them to travel from Venice to China?

Was the journey an easy one? Yes No
Why?

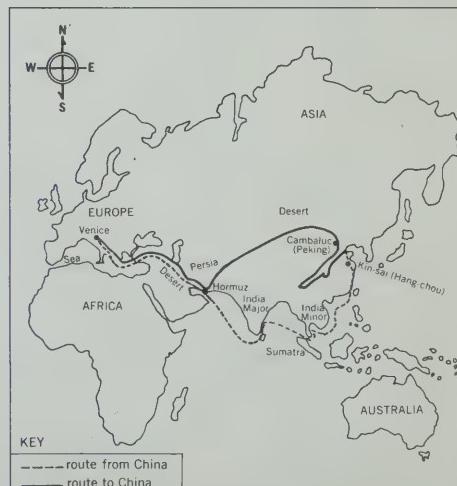
Since it was so hard to travel in those days, do you think the people of Venice knew much about the lands between their city and China?

How did Marco Polo tell the people of Venice about the new things he had learned about the world?

What other cities have you studied whose traders and trading ships traveled far from home?

Marco Polo left Venice for China in A.D. 1270. This is more than 20 parents ago. Do you think many explorers of that time are still remembered today? Can you think of some reasons why Marco Polo is still remembered?

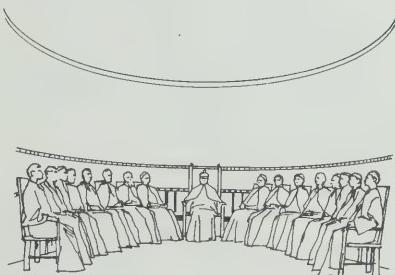
from Venice to China. The dotted line shows their route back home many years later.



DIRECTIONS: The children should study the Resource Unit beginning on page 208 with particular reference to the stories "Venetian Traveler, Marco Polo," on page 215, and "The Noble City of Kin-sai," on page 217. The teacher may wish to put on the board the names of the places mentioned in these stories, before reading the stories to the children and before they do the exercise in the Activity Book.

14C: Making Laws in Two Cities

14C: Making Laws in Two Cities



Picture 1



Picture 2

Which is Athens?

Which is Venice?

DIRECTIONS: The children study the pictures carefully and try to decide which picture illustrates Athens and which illustrates Venice. Discussion of clues given in the pictures—the number of members in the lawmaking bodies, their clothing, the locations—should give the children the basis for making their decision.

15: How Does the Port of Rotterdam Create Jobs and Income for the People?

15: How Does the Port of Rotterdam Create Jobs and Income for the People?

DIRECTIONS: In discussing the story "A City Rises from Ashes: Rotterdam" in the Resource Unit and in the text, the children should identify ways that the port of Rotterdam creates jobs for people. On the top half of the page, the children may draw pictures of occupations directly related to the activities of the port: shipbuilding, ship repairing, warehousing, crane operating, loading and unloading ships by laborers, operations of crewmen, and so forth. Below these illustrations the children may draw pictures of occupations indirectly related to port activity: banking, selling groceries, operating restaurants and movie theaters, truck driving, taxi driving, working in offices, and so forth.

16: What Can We Learn from Calcutta?

16: What Can We Learn from Calcutta?

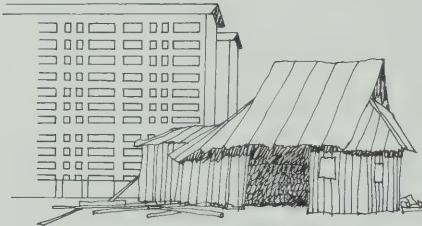
Row 1. More and more people come to Calcutta from the villages.					
Row 2. Many different businesses are needed to provide jobs.					
Row 3. Raw materials, skilled workers to work with machines, machines to produce faster, businessmen to take risks, and government to keep order and produce services are needed in order to have more business.	Raw Materials	Skilled Workers	Machines	Businessmen	Government
Row 4. Why do you think that Calcutta cannot provide jobs for the people who come from the villages?					

DIRECTIONS: After the class has reviewed the Calcutta case study in the text, they should complete the assignment "What Can We Learn from Calcutta?" In the first row, the children should draw pictures of the poor village people who come to Calcutta with few belongings. (Photographs in the text may be used as sources for these drawings.)

In the second row, the children should draw pictures of the great variety of businesses, factories, stores, and offices needed to provide jobs. In the third row, they should draw symbols of raw materials, skilled workers, machines, businessmen and government. In the fourth row, the class may sum up the problems of Calcutta: (1) too many unskilled workers come to the city, (2) not enough raw materials, skills, machines, businessmen, and government services are available.

17: What We Can Learn from Singapore

17: What We Can Learn from Singapore



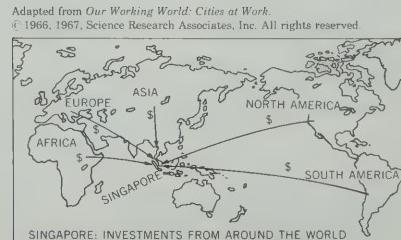
1. Urban renewal helps to update the city.



2. Reliable men in business.



3. Education for all people.



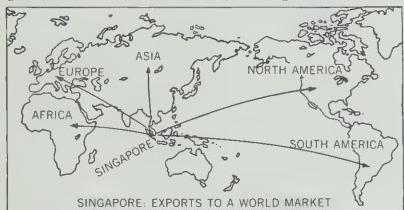
4. Savings from other countries.

DIRECTIONS: The children should study the pictures and then discuss the importance of each of these elements to a growing, modern city. The discussion should bring out how these elements have helped Singapore and what the city might be like if some of these elements were not present.

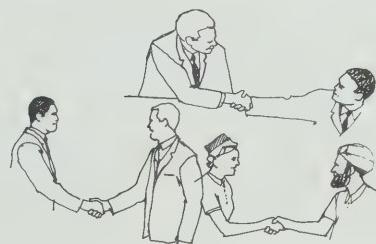
17: What We Can Learn from Singapore

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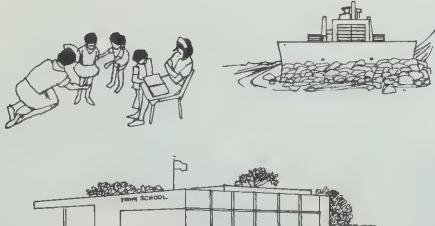
Adapted from *Our Working World: Cities at Work*.
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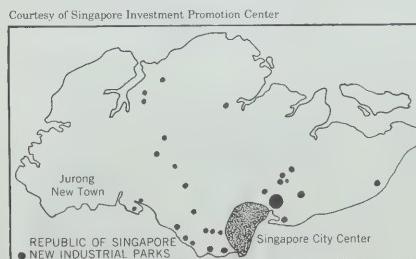
5. Trade with other countries.



6. People of many races and religions live together peacefully.



7. Government produces many goods and services for the city.



8. New towns prevent Singapore from getting too large.

18A: Looking Ahead: Frank Lloyd Wright

DIRECTIONS: After reading about Broadacre City, the children might write what new ideas Mr. Wright has given us about—

1. The size of a city.
2. Traveling time to the workplace.
3. The use of land for homes, farms, and other workplaces.
4. The importance of living close to nature.

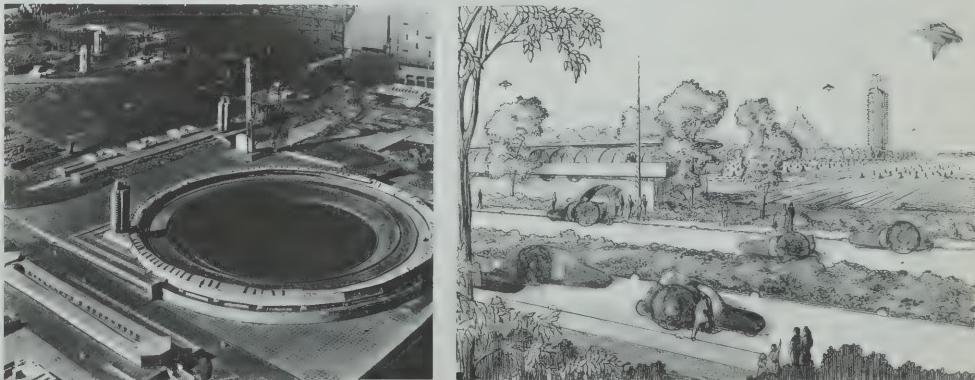
18A: Looking Ahead: Frank Lloyd Wright

Is your city a good place to live? If it is not, do you want to do something to make it a good place?..... When you grow up, do you want to have an interesting life? Working to make your city a good place to live can be interesting. You might become a city specialist. You might study cities and what is happening to them. You may be asked to help solve some city problems. But before you can begin this interesting work, you will have to ask yourself some questions.

Are cities important? Yes _____ No _____
Why?

These questions have been asked before. Many people have wondered how to make cities good places. In OUR WORKING WORLD: *Neighbors at Work*, you read about Frank Lloyd Wright, one of the greatest architects in the world, who wanted to make cities good places to live in.

He planned the city of the future this way:



Reprinted by permission of the publisher,
Horizon Press, from *The Living City*, by
Frank Lloyd Wright. Copyright 1958.

18A: Looking Ahead: Frank Lloyd Wright

18A: Looking Ahead: Frank Lloyd Wright

Frank Lloyd Wright called his plan for this type of city "Broadacre City." He did not like huge crowded cities with noisy traffic, dirty air, ugly overhead wires, and billboards. Broadacre City would not be like these cities.

Broadacre City would cover our whole country. All across our country would be family homes, each with an acre of land around it, small farms, smokeless factories, roadside markets, small schools with gardens around them, places for pleasure, and government buildings.

Architects for all these buildings would not just copy old buildings. They would design buildings to be right for their place and their use. Steel and concrete would make buildings strong. Glass and plastics would make them light and colorful.

There would be some tall buildings in Broadacre City. They would stand alone in a park at the edge of a neighborhood. Apartment houses would have balconies with flowers growing on them.

Because of fast transportation, people could live within forty minutes of places of work, of pleasure, of education, of shopping. They could travel on wide express roads with pleasant park strips and safe overpasses and underpasses. People could use fast, quiet trains. They could go almost everywhere by helicopter.

In such a city-country, people would not have to travel crowded roads to get away from the crowded city. Everywhere the countryside would be close. People would feel closer to nature. Farmers and city people would understand each other better.

18B: Looking Ahead: Le Corbusier

Le Corbusier said that the great city is the heart and brain of a nation. In the great city, people make plans that affect the work and wealth of a whole nation. The businessmen of a city need to be close together to trade goods and ideas.

Once the centers of most great cities were narrow twisting lanes of small villages. Today these narrow streets are jammed with traffic. Le Corbusier thought that these centers ought to be pulled down and rebuilt.

Le Corbusier made plans for the city of tomorrow. In the center of a city for three million people he planned 24 skyscrapers more than 50 stories high. Each skyscraper would stand in a park. In the tall towers a million people would work in business and government.

Helicopters could land on the skyscrapers. Wide elevated roads would crisscross the city. They would stretch across the city to meet wide roads outside the city that led to other cities. Railroad tracks would run underground to underground stations. Traffic could move fast overhead and underground, and at the same time people could walk on the ground safely. They could walk

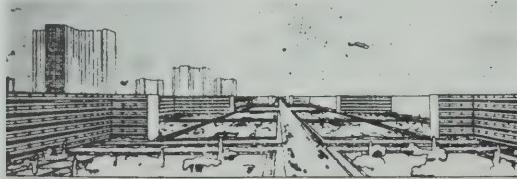
with pleasure, too, because all the land would be used for parks and sports fields and filled with trees, shrubs, flowers, and paths. Gardens could be under the buildings, because buildings would stand on stilts.

In a ring around the skyscrapers would be shorter buildings. Here would be doctors, lawyers, restaurants, and shops that would produce services for businesses and homes.

In a ring around the shorter buildings would be garden apartments. Each apartment could have a room with a side open to the outdoors. Here the family could have a little garden.

On the roofs of the apartment houses could be gardens, play spaces, nursery schools, shops, and theaters. Here people could meet and children could play. Each apartment house would be like a neighborhood.

Beyond the garden apartments there would be a wide green belt around the city. And beyond the green belt there would be suburbs for single family homes and a place for factories. There would be a clear line between the city and the countryside with its farms.



From *Metropolis* by G. A. Jellicoe.
Frederick A. Praeger, Inc. 1961.

DIRECTIONS: After reading about Le Corbusier's plans for the city of tomorrow, the children might write about the new ideas Le Corbusier has given us about—

1. The size of the city.
2. The use of land for business and homes.
3. The many choices people in apartment houses could have.
4. The ways walkers could be safe from traffic and traffic could move quickly.
5. The way factories could be separated from the city.
6. Other ways that life in the cities could be made pleasant.

18C: Looking Ahead: You

18C: Looking Ahead: You

You, too, must have some ideas of what makes a city a good place to live. Think about the following questions and then answer them in your own words.

Would you like to live in a place where your family could have lots of land around you?

Yes No

Why?

Would you like to live where neighbors are close together so that you could see them often and talk to them face to face?

Yes No

Why?

Do you think talking over the telephone is just as good as seeing people face to face?

Yes No

Why?

Should owners of land in cities be able to use the land any way they want to?

Yes No

Why?

Should cities have rules about how the land can be used?

Yes No

Why?

Should there be parks and playgrounds in all parts of the city?

Yes No

Why?

DIRECTIONS: The children should answer the questions in the blanks provided. Discussion should lead to the idea that the children not only can affect the life of their city when they grow up, but also can work for a better city today.

18C: Looking Ahead: You

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OUR WORKING WORLD

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18C: Looking Ahead: You

Do you think that buildings in cities should all be different?

Yes No

Why?

Do you think that having places to walk helps make a city a good place to live?

Yes No

Why?

Should all the old buildings in a city be torn down?

Yes No

Why?

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These are only a few of the questions one can ask about making cities better.

If you keep on thinking and asking questions, you may be able to discover new ways to help cities grow and be better places to live.

Do you have ideas about some things you would like to see in a city when you grow up? What are some of your ideas?

Should people in cities build more expressways for more cars?

Yes No

Or should they build more train and bus systems to carry people in cities?

Yes No

Why?

Outline Map of the World

CITIES AND COUNTRIES

Athens, Greece
Babylon
Brasilia, Brazil
Bruges, Belgium

Calcutta, India
Lagos, Nigeria
London, England
Magnitogorsk, U.S.S.R.
Manchester, England

Paris, France
Rome, Italy
Rotterdam, Netherlands
Singapore, Republic of
Venice, Italy



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